



Roseville Area Schools

*Quality Teaching & Learning for All...Equity in All We Do*



# World's Best Workforce

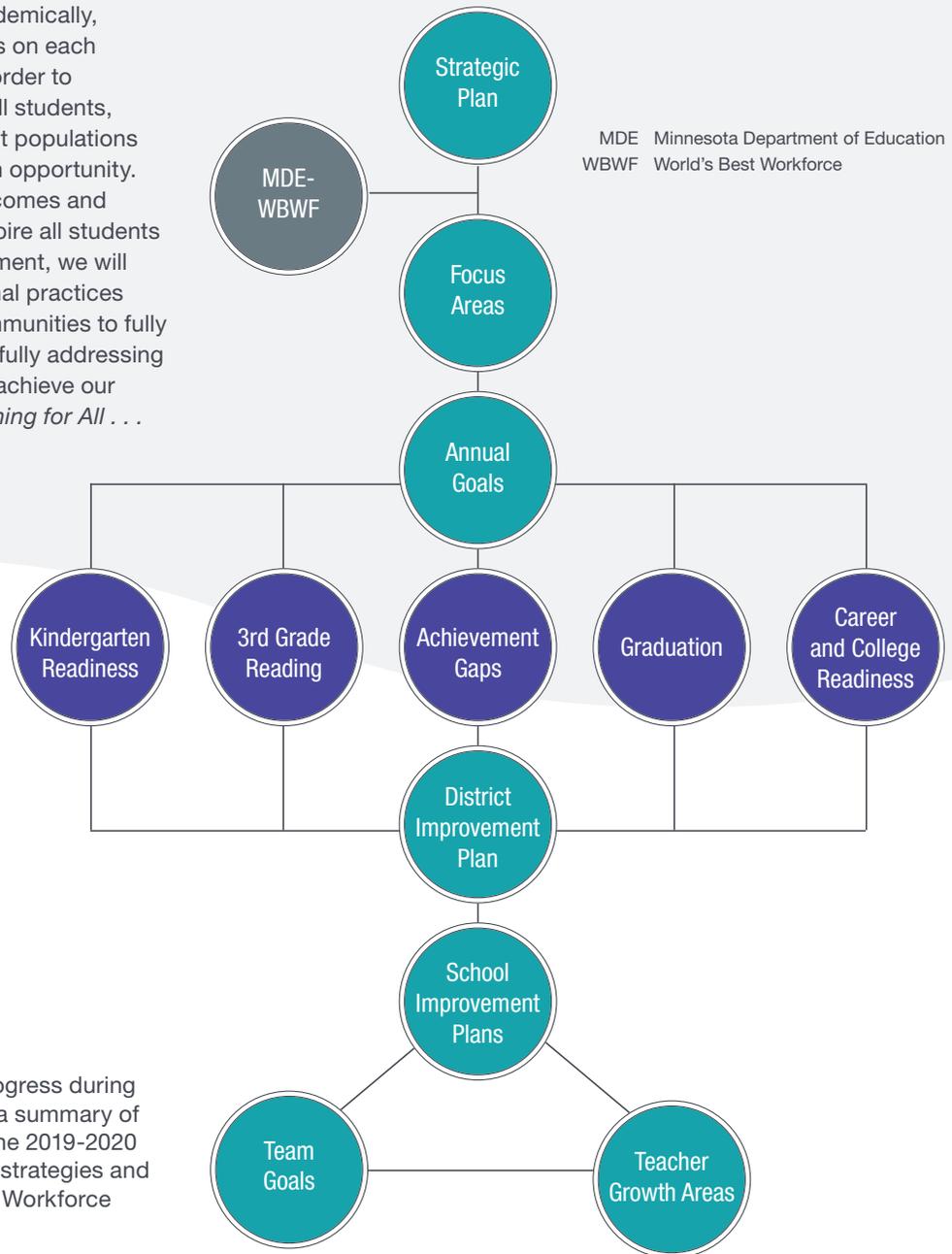
2018-2019 School Year Report  
& 2019-2020 School Year Plan

# Strategic Planning Process

Roseville Area Schools' strategic plan and the state's World's Best Workforce statute focus the district's continuous improvement efforts on instruction and achievement for all students. Roseville Area Schools strives to develop potential in each student. We expect every student to succeed academically, socially and emotionally and will focus on each student's potential for excellence. In order to achieve our commitment to prepare all students, we must intentionally focus on student populations experiencing the biggest disparities in opportunity. We do this to prevent inequitable outcomes and racial predictability. In an effort to inspire all students to attain the highest levels of achievement, we will implement evidence-based educational practices and collaborate with families and communities to fully engage students in learning. Successfully addressing the following focus areas will help us achieve our mission of *Quality Teaching and Learning for All . . . Equity in All We Do*.

- ✓ Improve learning for students of color, American Indian students, English learners (ELs), students receiving special education services, and prekindergarten (pre-K) learners.
- ✓ Improve communication and genuine engagement with families and communities, especially with underrepresented communities.
- ✓ Strengthen support for the social and emotional development of students.
- ✓ Expand support for career and college readiness.
- ✓ Secure and manage resources to provide a quality education and improve facilities.

This report includes a summary of progress during the 2018-2019 school year as well as a summary of our World's Best Workforce plan for the 2019-2020 school year. We will highlight specific strategies and progress for each of the World's Best Workforce areas.



MDE Minnesota Department of Education  
WBWF World's Best Workforce

# Closing Achievement Gaps

Roseville Area Schools is committed to closing achievement gaps by providing an equitable education to all students. During the 2018-2019 school year, we focused on culturally responsive and competent teaching with a lens on including absent narratives—stories of those who have been historically underrepresented—into our curriculum. This work was designed around the four areas on the *Educational Equity Curriculum and Instruction Compass* including: equity pedagogy, culturally relevant content, collective knowledge creation, and social justice orientation. Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age or physical appearance.

## 2018-2019 Strategies

- Continue implementing culturally responsive competent teaching, focusing on teacher and administrator professional development and instructional conversations in absent narratives curriculum development.
- Strategic parent engagement through partnership with community organizations.
- Disaggregate achievement by ethnicity groups in addition to race (e.g., Hmong and Karen in addition to Asian).
- Analyze and reduce disproportionality of students of color and American Indian students receiving special education services, aligned with multi-tiered systems of support.
- Partner with Equity Alliance MN to bring the voices of students of color and American Indian students into the classroom.
- Support success of educators of color through FOCUS meetings to form a network of support and professional development to continue to strengthen relationships between educators of color and gain feedback for systemic improvement.
- Review, analyze and address disproportionality in discipline practices.
- Develop additional alternatives to suspensions.
- Provide professional development for site administrators, teacher leaders and cultural liaisons in restorative justice practices.
- Increase parent partnerships with underrepresented communities through cultural liaison outreach and bridging culture and language gaps.
- Support American Indian student academic success through cultural liaison outreach and culturally specific academic support.
- Collaborate with Minnesota Humanities Center to examine the current narratives of students of color and American Indian students.
- Develop language progression scope and sequence to measure English learners' language progress and provide feedback to students and families.
- Develop team of eight *English learners in the mainstream* (ELM) coaches to provide professional development and coaching to mainstream teachers on language instructional strategies to ensure EL student academic success.
- Seek input from parents through cultural liaisons on how best to engage and involve parents to support the academic and social and emotional needs of students.



## Measuring Progress

**READING:** Overall percentages of Roseville students scoring proficient or above on the state reading exam dropped by three-tenths of a percentage point from the previous year, while the state dropped by seven-tenths of a percentage point. Asian, black and multiracial students, along with English learners, showed a slight increase in the percent scoring proficient or

MCA III Proficiency / **READING**

	2017	2018	2019
Hispanic/Latino	38.0%	35.8%	34.8%
American Indian/Alaska Native	58.8%	50%	*
Asian	45.1%	47.2%	48.1%
Black/African American	34.4%	34.8%	36.6%
White	74.0%	77.5%	75.4%
Two or more races	44.7%	52.1%	54.3%
English learner	13.5%	13.9%	14.2%
Students receiving special education services	36.6%	34.2%	30.6%
Students who qualify for F/RP meals	35.4%	37.0%	36.6%

MCA III Proficiency / **MATH**

	2017	2018	2019
Hispanic/Latino	29.9%	25.4%	26.1%
American Indian/Alaska Native	33.3%	50.0%	*
Asian	43.5%	42.9%	42.1%
Black/African American	28.1%	26.9%	28.1%
White	69.7%	70.7%	69.0%
Two or more races	36.1%	40.2%	45.5%
English learner	19.6%	16.7%	16.0%
Students receiving special education services	33.0%	27.4%	27.1%
Students who qualify for F/RP meals	31.2%	28.1%	28.3%

Achievement Gaps / **READING**

	2017	2018	2019
Hispanic/Latino	36%	42%	41%
American Indian/Alaska Native	15%	28%	*
Asian	29%	30%	27%
Black/African American	40%	43%	39%
Two or more races	29%	25%	21%
English learner	49%	51%	50%
Students receiving special education services	22%	26%	30%
Students who qualify for F/RP meals	39%	38%	38%

Achievement Gaps / **MATH**

	2017	2018	2019
Hispanic/Latino	39%	44%	43%
American Indian/Alaska Native	36%	21%	*
Asian	26%	28%	27%
Black/African American	42%	44%	41%
Two or more races	34%	30%	23%
English learner	36%	39%	39%
Students receiving special education services	20%	26%	26%
Students who qualify for F/RP meals	37%	41%	40%

\* Count too small to report

above. The percentage of students qualifying for free or reduced-price meals scoring proficient in reading is up more than a point over two years ago. The percentage of Roseville students scoring proficient or above was higher than the statewide proficiency rate for the following student groups: black students, American Indian students, white students, English learners and students receiving special education services.

**MATH:** Overall percentages of Roseville students scoring proficient or above on the state math exam dropped by half a percentage point from the previous year, while the state dropped by more than 2 percentage points. Black, Hispanic and multiracial students, along with students qualifying for free or reduced-price meals, showed an increase in the percent scoring proficient or above over last year. The percentage of black and white students scoring proficient or above were all higher than the statewide proficiency rate for their group.

## Looking Forward 2019-2020 Strategies

- Implement and monitor best practices focused on instruction and professional learning communities while monitoring student progress.
- Continue to build capacity and develop a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstructing standards.
- Provide equity training for all staff.
- Provide equity professional development for site administrators during principal meetings.
- Focus equity work to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates.
- Determine and discuss the equitable scheduling and resource options for elementary buildings for instructional areas such as music, art, physical

education, special education, English learners and intervention in order to minimize the disruption to content learning instruction.

- Analyze and reduce disproportionality of students of color and American Indian students identified to receive special education services.
- Analyze and address disproportionality in discipline practices.
- Implement districtwide discipline guidance document to building leaders to ensure consistency in practices.
- Support all students through cultural liaison outreach and culturally specific academic support.
- Monitor the impact of the dual-language immersion program at the middle-school level and ensure bilingual developmental pathway into high school in academic content areas.
- Partner with *English learner in the mainstream* coaches to ensure that the model continues to provide ongoing language, professional development and coaching support to mainstream teachers in each building.
- Identify pre-K bilingual students who qualify for English learner services and provide coaching support to pre-K teachers and transition support for entrance into English learner services in kindergarten.
- Develop high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.

## Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
ATPPS	Alternative Teacher Professional Pay System
AVID	Advancement Via Individual Determination
CRCT	Culturally Responsive and Competent Teaching
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
ECSE	Early Childhood Special Education
EL	English Learners
ELM	English Learners in the Mainstream
FAHS	Fairview Alternative High School
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
NEME	Northeast Metro Manufacturing Education
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PRESS	Path to Reading in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SEL	Social and emotional learning
SPED	Special education
STEM	Science, technology, engineering and math
WBWF	World’s Best Workforce
WICOR	Writing, inquiry, collaboration, organization and reading

# Kindergarten Readiness

Since 2006, Roseville Area Schools has offered prekindergarten programs that follow state standards for early learning. The pre-K program focuses on early literacy development, which leads to reading well by third grade. Following state standards for early learning, our early childhood teachers use an innovative, theme-based curriculum that includes individualized activities to help all children reach developmental and academic goals. Research has shown education begins long before a child reaches kindergarten. Our investment in pre-K learning creates an environment of success for each of our early learners, closes achievement gaps and prepares children for continued success.

## Looking Back

### 2018-2019 Strategies

- Implement programs and training to promote partnerships with community early childhood, childcare and pre-K programs to support early learners.
- Improve early childhood to kindergarten transition.
- Continue to provide support in early childhood programs to encourage growth in young children's social and emotional development.
- Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum.
- Implement a pilot project to assess and support English learners in pre-K classrooms.
- Increase family engagement and participation in early childhood family education (ECFE) and pre-K classes.

## Measuring Progress

In working to create partnerships with community early childhood, childcare and pre-K programs, two trainings for early childhood professionals were presented by the Early Childhood and Teaching and Learning Departments. The focus was "Partnering for Young Children's School Success." Social and emotional development, young children's language development, and supporting multilingual learners were the topics presented.

The pre-K program analyzed assessments with benchmarks determined by the pre-K through grade three alignment team, to measure

students' progress. This includes vocabulary development, alphabetic and number knowledge. The assessments are used to provide interventions and monitor progress in pre-K programs.

The social/emotional support team comprised of early childhood teachers and coordinators supported students by providing resources and strategies to teachers that support social and emotional development. Intervention plans were developed to provide Tier 1, 2 and 3 learning in pre-K classrooms.

English learners in pre-K were supported by conducting assessments and creating specific strategies for young learners developed by a team of pre-K and EL teachers.

Twenty-six pre-K class options were offered in 2018-2019, serving approximately 400 students. The program continues to show an increase in student participation by offering a variety of options including bilingual pre-K, evening pre-K classes and family literacy pre-K classes in collaboration with the adult learning center to meet the needs of linguistically diverse families.

## Looking Forward

### 2019-2020 Strategies

- Implement programs to support partnerships with community early childhood, childcare and pre-K programs to support early learners.
- Improve early childhood to kindergarten transition.
- Increase family engagement and participation in ECFE and pre-K classes.
- Participation in the Pyramid Model grant project to train and coach early childhood staff to use best practices to support students' social and emotional development.
- Social/Emotional support team will continue to provide support in early childhood programs to encourage growth in young children's social and emotional development.
- Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum through pre-K and kindergarten teachers joint staff development and professional learning community (PLC) training.
- Establish early childhood collaborative teams that focus on the district PLC vision.

### 2018-2019 DATA

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (IGDI)	26	66%
Letter Name Fluency (FAST)	14	74%
Number Naming Fluency (AIMSweb)	10	87%

*IGDI: Individual Growth and Development Indicators*  
*FAST: Formative Assessment System for Teachers*

# Reading by 3rd Grade

Roseville Area Schools recognizes that by third grade, students are not just learning to read, but are reading to learn in other areas. Students who aren't reading well by third grade often fall behind and struggle to catch up. As part of our aim to increase achievement and narrow the achievement gap, we have implemented strategies on several fronts to help struggling readers while continuing to stretch the abilities of those who are becoming skilled readers.

## Looking Back

### 2018-2019 Strategies

- Continued the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
  - Identify students below grade level reading and provide specific reading interventions based on the PRESS model at every elementary school.
  - Provide instruction for small groups and individuals using research based intervention strategies.
  - Monitor progress of students on a weekly basis.
- Maintain the number of community volunteer reading tutors in the Inspire Young Readers program.
- Continue to offer Reading Corps at qualified sites.
- Complete a district roadmap that provides families with resources and guidance as their children progress pre-K through grade 12.
- Continue to improve the alignment of pre-K with grades K-3 in the areas of curriculum, instruction and assessment.
- Expand the Lucy Calkins Units of Study writing program at Central Park.
- Focus on writing.
- Review our elementary school schedules in all curricular areas to improve achievement and close opportunity gaps.
- Establish aligned collaborative teams focused on the district professional learning community vision.

## Measuring Progress

Roseville Area Schools analyzed how well our third-grade students did on the Minnesota Comprehensive Assessments (MCAs) to monitor progress. These tests measure students' proficiency rates or the percent of students who meet or

exceed state standards. The following third grade proficiency rates are based on all accountability tests (MCA and MTAS).

Overall reading for all grades slightly decreased from the previous year by 0.3%, while the state decreased by 0.7%. Our proficiency rate is about a 3 percentage points lower than the state. In third grade, our proficiency rate decreased by about 4 percentage points from the previous year. There was also a statewide decrease of a little over 1 percentage point. Overall, the district's third graders perform below the state's third-grade reading proficiency rate by about 7 percentage points. We saw a downward trend from the previous year that we have a sense of urgency to interrupt.

## Looking Forward

### 2019-2020 Strategies

As part of our aim to increase achievement and narrow achievement gaps, we will implement strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers.

In 2019-2020, we will:

- Continue the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
  - Identify students below grade level reading and provide specific reading interventions based on the PRESS model at every elementary school.

- Monitor progress of students on a weekly basis.
- Expand our Tier II literacy interventions using research-based intervention strategies.
- Provide professional development for intervention and ADSIS staff relating to research based interventions.
- Provide instruction for small groups and individuals using research-based intervention strategies.
- Continue to offer Reading Corps at qualified sites.
- Provide a district roadmap that provides families with resources and guidance as their children progress pre-K through grade 12.
- Continue to improve the alignment of pre-K with grades K-3 in the areas of curriculum, instruction and assessment.
- Expand the Lucy Calkins Units of Study writing program throughout our district through after school professional development.
- Focus on writing, possibly beginning a curriculum review of our current writing curriculum. We would evaluate our current writing program and begin to design a new writing program.
- Implement "What I Need" (WIN) time as a result of reviewing our elementary school schedules in all curricular areas to improve achievement and close opportunity gaps.
- Establish collaborative teams at school sites that focus on the district professional learning community vision; specifically, instruction aligned to standards and using common formative assessments.

### GRADE 3 / MCA Reading

2016	52.3%
2017	51%
2018	51.7%
2019	47.4%

# Graduation

In today’s highly competitive high-tech world, a high school diploma is critical. While our high school graduation rate is higher than the state average and we have made significant progress in reducing predictable disparities based on race and other factors, we have room for improvement.

## Looking Back

### 2018-2019 Strategies

- Aligned grades 7-12 alternative programs with adult education programs.
  - Eliminated Roseville Area Middle School (RAMS) Crossroad and implemented RAMS Reading and Math Academies.
  - Expanded Roseville Area High School (RAHS) Connections Program.
- Strengthened credit recovery program for all students.
  - Increased frequency of school year credit recovery at RAHS.
  - Implemented the use of an online learning platform.
- Aligned all school handbooks.
  - Reviewed existing structures and policies and developed additional alternatives to suspensions with a restorative justice foundation.
- Implemented Career and College Pathways.

- Completed CCR Pathway brochure.
- Created communication plan for school and business community.
- Established business and civic partnerships.
- Earned Northeast Metro Manufacturing Education (NEME) and Minnesota Department of Education grants that bolstered programs.
- Sustained existing support structures.
  - College Possible.
  - AVID (growth of AVID and special education).
  - Quantum summer program.
  - Middle Level Unity Center.

students outperformed state averages by 17.8 percentage points, and Roseville English learners outperformed the state average by 16 percentage points.

Looking over time shows notable progress in reducing predictable disparities in graduation rates by race within Roseville Area Schools. Between 2015-2018, the graduation gap between white and black students shrank by 68%. The graduation gap between English learners and non-English learners shrank by 38% during that same time.

### Measuring Progress

Roseville Area Schools’ four-year graduation rate improved slightly moving from 87.0% for 2017 to 87.9% in 2018—the highest graduation rate to date for our district. Roseville students continue to graduate at a higher rate than the state average of 83.2%. Roseville black

## Looking Forward

### 2019-2020 Strategies

- Fully align grades 7-12 alternative programs and credit recovery.
  - Grow school year opportunities for credit recovery—both traditional and online programs.
  - Enhance learning opportunities.
- Continue to strengthen the partnership between RAHS and FAHS.
  - Ensure smooth and high quality student transitions.
- Strengthen RAHS student assistance team structure.
- Sustain existing support structures.
  - College Possible
  - AVID
  - Quantum summer enrichment program
  - Unity Centers
- Strengthen student handbook restorative intervention practices.
- Expand and strengthen Career and College Readiness Pathway work development.

### GRADUATION PERCENTAGE TREND /

All Students—Districtwide

	2014	2015	2016	2017	2018
ISD 623	83.1%	83.4%	85.1%	87.0%	87.9%
MN	81.4%	82.1%	82.5%	82.7%	83.2%

### GRADUATION PERCENTAGE TREND / All Students—RAHS

	2014	2015	2016	2017	2018
RAHS	91.9%	90.5%	92.0%	91.9%	92.6%
MN	81.4%	82.1%	82.5%	82.7%	83.2%

# Career and College Readiness

Ensuring students are achieving at high levels is the best preparation for life after high school in an era when the rapid rate of change makes it nearly impossible to predict what the future will be like. At Roseville Area Schools, we have a variety of approaches in place so all students are prepared for their futures after high school.

## Looking Back

### 2018-2019 Strategies

- Maintained college credit-bearing courses at Fairview Alternative High School (FAHS) and Roseville Area High School (RAHS) including concurrent enrollment, articulated credits and Advanced Placement courses.
  - Expand Education & Construction Trades career pathway.
  - Implemented state “Grow Your Own” grant to increase and diversify the teacher workforce (three additional RAHS courses).
- Partnered with the North Suburban Post Secondary Success Consortium.
  - Built career pathways and district partnerships.
- Continued to develop partnerships between business leaders, community partners and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing and internships at local businesses.
- Expanded student and family outreach.
  - Reviewed RAHS/RAMS registration guides and career pathway information.

- Raised awareness of different career and college options for students and the role postsecondary credentials will play in opening new opportunities.

### Measuring Progress

Enrollment in college credit bearing courses and data from ACT and National Student Clearinghouse assists the district in monitoring progress in this area. Advanced Placement (AP) scores show how well students performed on the AP exam and their achievement in a college-level course. Colleges often grant credit or advanced placement for scores of 3, 4, and 5. While 5D scores slightly declined, the overall number of students taking an AP class increased slightly from 583 students in 2018 to 587 students in 2019.

The ACT is a standardized test used for college admissions in the United States. The ACT’s benchmark scores project a student’s readiness for college-level courses and the chances of a student earning a C or higher in corresponding college courses. We experienced a slight decline in the overall student ACT scores, decreasing from a score of 20.8 in 2018 to 20.2 in 2019. The percent of students

meeting all four college benchmark scores also declined by approximately 5%.

## Looking Forward

### 2019-2020 Strategies

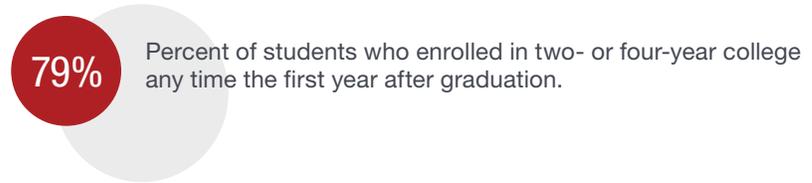
- Maintain and expand career and college readiness pathway courses at Fairview Alternative High School and Roseville Area High School, including concurrent enrollment, articulated credits and Advanced Placement courses.
  - Implement the 2019 state “Grow Your Own” grant to increase and diversify the teacher workforce.
  - Consider five additional education pathway courses (TBD).
- Partner with the North Suburban Postsecondary Success Consortium.
  - Build career pathways and district partnerships.
- Implement Northeast Metro Manufacturing Education (NEME) grant.
  - Grant provides manufacturing internship opportunities for students.
- Continue to develop partnerships between business leaders, community partners and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing and internships at local businesses.
- Enhance student and family outreach.
  - Improve promotion of RAHS/RAMS registration guides and career pathway information.
- Actively pursuing funding for career and college readiness navigator position for Roseville Area Schools.
  - Roseville Area Schools Foundation
  - St. Paul Foundation

### AP SUMMARY / Roseville Area High School

	2013	2014	2015	2016	2017	2018	2019
Total AP students	432	547	537	636	575	583	587
Number of exams	768	820	849	893	813	904	858
Number of AP students with a 3+ score	349	399	395	431	393	403	382
Graduating seniors with a 3+ score	35.1%	37.5%	36.1%	36.9%	35.6%	36.2%	31.0%

### ACT RESULTS

	Total Tested	District 623 AVG Scores	Minnesota AVG Scores
2016	528	20.6	21.1
2017	543	21.1	21.5
2018	539	20.8	21.3
2019	568	20.2	21.4



# Instruction and Curriculum Review Process

Roseville Area Schools uses its curriculum and program review system to review curricular/program areas and to provide continuous improvement for teaching and learning in the district. As part of the review process, we gather input from a variety of stakeholders including the staff, administration, school board and the community. The process is flexible, enabling us to respond to the many rapidly changing areas in education such as alignment with standards, technology and new ideas as they relate to 21st century learning.

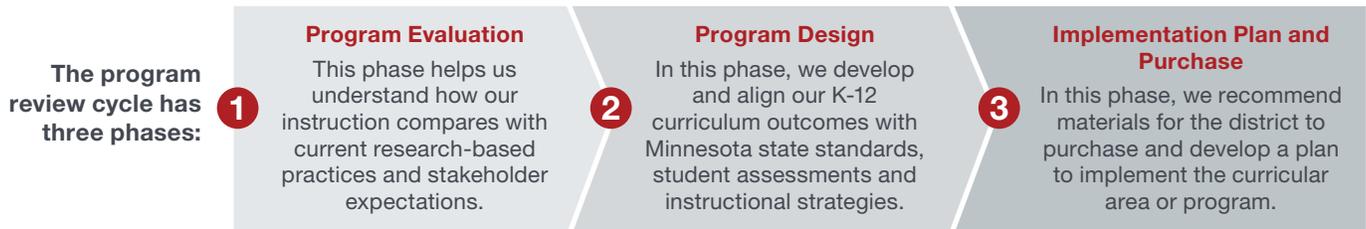
The review system is divided into two cycles:

- 1 A formal program review cycle
- 2 An implementation and continuous improvement cycle

## Program Review

The program review cycle is made up of curricular areas and programs needing a formal review for one or more of the following reasons:

- They are not meeting their intended outcomes.
- Minnesota standards have been revised.
- Minnesota assessments have changed.
- It's been nine years since their last program review.
- The curricular or program materials are outdated.
- They haven't met performance goals according to Roseville Area Schools' metric reports.



## Implementation and Continuous Improvement

The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

This cycle has four phases:



# District Curriculum Advisory Committee

Through the District Curriculum Advisory Committee (DCAC), Roseville Area Schools ensures active community involvement in all phases of planning and improving curriculum and instruction. The committee acts as a forum for dialogue and recommends to the school board rigorous academic standards, student achievement goals and measures, assessments, and curriculum evaluations.

Advisory committee membership reflects the community and the diversity of the district to the extent possible. Members include representatives of our teachers, families, support staff, students, community residents, administrative staff and the school board.

The DCAC is consulted after each phase of the program review cycle. The advisory council or the school board may also request a curricular/program review team to give a work update throughout the process.

At the end of implementation plan and purchase phase, an in-depth report is made to DCAC and to the school board for approval on their consent agenda. Detailing the work accomplished in the program review cycle, the report describes the program design, curricular/program purchases, implementation plan, and expected curricular/program outcomes.

We assign curricular areas and programs to a cycle and phase each year based on their outcomes. Also, an annual report is presented to the district's principals, DCAC and school board. This report details the curriculum and program work accomplished in the past year, current efforts and anticipated outcomes.

## 2018-2019 DCAC MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School board	School board representative
Jake Von De Linde	Districtwide	Director of Teaching and Learning
Jenny Kasa	Districtwide	Clerical staff
Brad Zenner	Roseville Area High School	Parent
Sara Schwebs	Roseville Area High School and Roseville Area Middle School	Parent
Drew/Leann Bain	Roseville Area High School	Parent
Heather Holbrook	Roseville Area High School	Parent
Sarah Montgomery	Central Park	Parent
Mark Carignan	Brimhall	Parent
April Ankrum	Roseville Area Middle School/Brimhall	Parent
Garin Bogenholm	Little Canada	Principal
Glynis Hirschberger	Emmet D. Williams	Parent
Tyrone Brookins	Roseville Area Middle School	Principal
Steve Pawelski	Roseville Area High School	Teacher/Parent
Clare Verbeten	Community member	Former student/ community member
Najah Hayes	Roseville Area High School	Student
Clare Rodrigues-Henderson	Harambee	Parent
Amy Toth	Parkview Center School	Parent
Leah Lehner	Little Canada - Dual Language Immersion	Parent
Jenny Holman	Little Canada	Parent
April Jackson	Central Park	Teacher

# Staff Development Goals and Findings

## Goals

### DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT

1. Improve instruction for students of color, American Indian students, English learners, students receiving special education services and pre-K learners.
  - a. Continue implementation of new elementary math curriculum and instructional practices.
  - b. Understand, implement and reflect on culturally responsive and competent teaching practices (CRCT).
  - c. Create, refine and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color and American Indian students.
  - d. Provide students with effective feedback that improves achievement.
2. Improve communication and genuine engagement with families and communities, especially with underrepresented communities.
3. Strengthen support for the social and emotional development of students.
  - a. Support students through trauma-informed instruction and social-emotional learning.
  - b. Continue to develop a positive climate in schools by using positive behavior interventions and supports (PBIS), and restorative practices.
4. Expand support for career and college readiness.
5. Use AVID strategies to support student learning.
6. Strengthen writing as a means to increase reading achievement.
7. Improve professional learning community (PLC) practices and implementation.

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### BRIMHALL ELEMENTARY

- Focus of PLCs is math curriculum, instruction, identifying power standards and developing common formative assessments, review as a PLC and focus on best practices. (Goals 1 & 7)
- Focus on unpacking power standards in our PLCs, review essential learning and integrate absent narratives. (Goals 1 & 7)
- Focus on implementation of our adopted science curriculum. (Goal 1)
- Focus on increasing parent engagement through outreach, weekly newsletters, African American Parent Involvement Day, and personal phone calls. (Goal 2)
- Focus on SEL; specifically, social skills, community building, PBIS and restorative practices. (Goal 3)

### CENTRAL PARK ELEMENTARY

- In PLCs, we will implement a teachers as scholars, teachers in community and teachers build community theme. (Goals 3 & 7)
- In PLCs, grade level teachers will use state standards in literacy to develop and use common formative assessments. (Goals 1 & 7)
- Absent narratives/inclusive curriculum: Include families in partnership and increase student connectedness. (Goal 2)
- Connect writing and reading standards. (Goal 6)
- Increase engagement and skills through STEM. (Goal 1)
- Focus on state SEL standards and community/leadership building. (Goal 3)

### EDGERTON ELEMENTARY

- Focus on unpacking the math standards in our professional learning communities and using proven tools to differentiate math instruction. (Goals 1 & 7)
- Focus on implementation of our adapted social studies curriculum.
- Provide positive equitable practices training through CRCT and build positive intentional relationships with students using Culturally and Linguistically Responsive Teaching by Dr. Sharroky Hollie. (Goal 1)
- Social and emotional learning for staff and students with a focus on the SEL power standards and Tier I intervention. (Goal 3)

### EMMET D WILLIAMS ELEMENTARY

- Add to the core instructional program of FOSS to include engineering and computer science. (Goal 1)
- Focus on unpacking the math standards in our professional learning communities, reviewing essential learning integrating and providing responsive instruction. (Goals 1 & 7)
- PRESS intervention that modifies instruction to support growth in learning for children of color. (Goal 1)
- Modify instruction to clearly identify curriculum elements that represent all of our students and their culture/races. (Goals 1 & 2)
- Social and emotional learning that focuses on MindUp strategies, community building, PBIS and restorative practices. (Goal 3)
- Implement systemic check-in check-out to reduce referrals to the office for discipline behavior that interrupts the learning of others. (Goal 3)

### FALCON HEIGHTS ELEMENTARY

- Focus on unpacking math standards in our professional learning communities and review essential learning while integrating absent narratives. (Goals 1 & 7)

- Add to the core science program of FOSS to include technology/coding and engineering/Rokenbok.
- Focus on implementation of our adopted social studies curriculum. (Goal 1)
- Focus on increasing parent engagement through the use of Schoology (grade 6) and SeeSaw app (Learning Journal), phone calls and some home visits.
- Social and emotional learning that focuses on social skills, community building, PBIS and restorative practices. (Goal 3)

#### **HARAMBEE ELEMENTARY**

- Introduction to elementary science strategies. (Goal 1)
- Professional learning communities that focus on Questions 1-4, unpacking the standards, common formative assessments and Brain Space (WIN). (Goal 7)
- Focus on implementation of our adapted social studies curriculum. (Goal 1)
- Thinking maps that support students identifying thinking behind each map and students determining thinking map from guiding questions. (Goal 1)
- Social and emotional learning that focuses on social skills, community building, PBIS and restorative practices. (Goal 3)

#### **LITTLE CANADA ELEMENTARY**

- Review science curriculum and instruction as a professional learning community to focus on best practices. (Goal 7)
- Focus on unpacking the standards in our professional learning communities and reviewing essential learning to integrate absent narratives. (Goals 1 & 7)
- Focus on project based learning and implementation of our adapted social studies curriculum. (Goal 1)
- Social and emotional learning (SEL) that focuses social skills, community building and restorative practices. (Goal 3)

#### **PARKVIEW CENTER SCHOOL**

- Priority focus on leveraging achievement for black English-speaking students using data review, curriculum-based measurement, PLCs and multi-tiered systems of support. (Goal 1)
- Weekly collaborative team meeting, use of the four questions and Domain 5 cultural competence to strengthen our PLCs. (Goals 1 & 7)
- Focus on implementation of our adapted social studies curriculum specifically absent narratives and inclusive curriculum. (Goal 1)
- Increase math achievement using elementary K-8 math resources/ strategies and Basic Facts Mastery Data. (Goal 1)
- Continue to improve writing instruction and increase student writing using K-8 writing prompts, vertical alignment and resources. (Goals 1 & 6)
- Focus on unpacking the standards in our professional learning communities and reviewing essential learning to integrate absent narratives. (Goals 1 & 7)
- Implement a grading pilot using equal interval grading and reassessment.
- Social and emotional learning that focuses on social skills, community building, PBIS and restorative practices. (Goal 3)

#### **ROSEVILLE AREA MIDDLE SCHOOL**

- Use AVID/WICOR instructional strategies with emphasis on organization, focused note taking and critical reading. (Goals 1, 4 & 5)
- In our professional learning community we will focus on the Dufour questions in our collaborative team time to review common assessment results and AVID best practices. (Goals 1, 5 & 7)
- Focus on unpacking the standards in our professional learning communities and reviewing essential learning to integrate absent narratives. (Goals 1 & 7)
- Social and emotional learning that focuses on social skills, community building, PBIS and restorative practices. (Goal 3)

#### **ROSEVILLE AREA HIGH SCHOOL**

- Use AVID/WICOR instructional strategies with emphasis on: focused note taking, Socratic seminar, content study groups, organizational systems and goal setting and marking the text. (Goals 1, 4 & 5)
- Each PLC will pick big instructional strategies to focus on using the four questions of a PLC and Domain 5 questions. (Goals 1 & 7)
- Reevaluate and customize the standards to fit the needs of the students in your classroom through absent narratives and an inclusive curriculum. (Goal 1)

#### **FAIRVIEW ALTERNATIVE HIGH SCHOOL**

- Review WICOR strategies as a PLC and focus on best practices. (Goals 5 and 7)
- Culturally responsive teaching strategies including absent narratives and unpacking the standards. (Goal 1)
- Student surveys and family feedback. (Goal 2)
- College level courses, field trips in workplace and college campuses. (Goal 4)
- Social and emotional learning social skills, community building, PBIS and restorative practices. (Goal 3)

#### **EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)**

- Develop social, emotional and academic development rubric birth to kindergarten aligned with power standards, early childhood indicators of progress and Teaching Strategies Gold. (Goal 3)
- Create, add, refine and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color, and specifically black English-speaking students. (Goal 1)
- Communication with and engagement of families of color who have children enrolled in ECSE. (Goal 2)

## Findings

1. Improve instruction for students of color, American Indian students, English learners, students receiving special education services and pre-K learners.
  - a. Continued implementation of elementary math curriculum and instructional practices: Elementary principals report that the math instruction needs to continue to improve as shown by our MCA scores. During the 2019-2020 school year we will also implement math intervention in our elementary schools.
  - b. Create, refine and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color: Staff development surveys showed high levels of commitment to culturally responsive teaching practices and the relevance of our focus on absent narratives/inclusive curriculum.
  - c. Provide students with effective feedback that improves achievement: Sites report increased use of and need for improved common formative assessments for teacher collaborative teams.
2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities: District staff and sites continue to work towards positive interactions between schools and home. Staff report an increase in positive phone calls/messages home for their underrepresented students. We piloted family engagement nights that fostered relationships between families within our community.
3. Strengthen support for the social and emotional development of students.
  - a. Support students through trauma-informed instruction and social-emotional learning: Sites were identified to pilot SEL practices in 2018-2019 and standards have been identified at the state and district level. This work will expand to more schools in the 2019-2020 school year.

- b. Continue to develop a positive climate in schools by using positive behavior interventions and supports (PBIS) and restorative practices.
4. Expand support for college and career readiness: Courses that offer college credit and CTE courses continue to expand as opportunities for our students. Concurrent enrollment courses increased.
5. Use AVID strategies to support student learning: RAHS and RAMS were identified as Schools of Distinction for their use of AVID strategies schoolwide.
6. Strengthen writing as a means to increase reading achievement: Several schools were piloting writing workshop to improve student achievement in reading and writing.

The focus was on instructional best practices, assessment and student feedback. Several staff also participated in after school professional development on teaching writing.

7. Improve PLC practices and implementation: All sites had at least one teacher team pilot refined PLC practices and all sites had representation attend the PLC Institute training in June 2019. This is preparing for implementation of refined PLC practices for school year 2019-2020. In 2019-2020 we will focus on unpacking power standards and common formative assessments. Staff will also self assess using a PLC innovation configuration that was created for teachers, coaches and principals.

## PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	TEACHER	GRADE LEVEL/SUBJECT/ROLE
Brimhall	Sheila McCormick Dr. Mary Bussman	6th grade and ATPPS Principal
Central Park	Berri Reiser Shannon Chase	Interventionist SPED lead
Edgerton	Stacey Whitwood	2nd grade
Falcon Heights	Sarah Holty Tina Hauer	EL SPED lead
Harambee	Delon Smith	Principal
Little Canada	Jose Becerra-Cardenas	2nd grade
Parkview	Heidi Wheelock Kristen Schmid	EL Grade 7/8
RAMS	Lisa Lindquist Rozzie Obando Dr. Tyrone Brookins Tana Bogenhold	ATPPS Media specialist/Tech integration Principal AVID
RAHS	Anne Barnes Tess Ormseth	AVID English language arts/CRCT lead
ABE	Betsy Gedatus-Garcia	EL coordinator
FAHS	Laura Freer	Principal
ECSE	Kirsten Hawkes	Speech/Language and ATPPS
EM-R	Dan Beck	Union representative/Parkview
Parents	Erin Cronin Brad Zenner	Parents of Roseville Area Schools' students
Teaching and Learning	Chris Bretz Maureen Foreman Trina Hira Jake Von De Linde	Curriculum coordinator Curriculum coordinator GT coordinator Director of Teaching and Learning
District Wide	Rebecca Wade Florence Odegard	SPED TOSA Title 1/ATPPS administrator

# ATPPS Report and Budget

The Alternative Teacher Professional Pay System (ATPPS)—also known as Quality Compensation (Q-Comp)—is a voluntary program that allows districts and teachers unions to work together and agree on a plan that provides career advancement options for teachers, job-embedded professional development, teacher evaluation, performance pay and an alternate salary schedule. All Roseville Area Schools participate in the program.

## Implementation and Effectiveness

Information for the ATPPS annual report was gathered through a site program review, survey results, student outcomes and the Teacher Development and Evaluation (TDE) Oversight Committee.

## Site Program Review

### SUCCESSSES

- Teachers are willing to take risks, open to coaching, more reflective and seeking more feedback – especially on new instructional strategies.
- Being observed by a peer or an administrator is now standard practice.

### AREAS FOR IMPROVEMENT

- Align professional learning community (PLC) focus and ATPPS with site and team goals.
- PLC implementation support and accountability.
- Culturally responsive practices and protocols embedded in the collaborative team processes.

## Effectiveness— Student Achievement

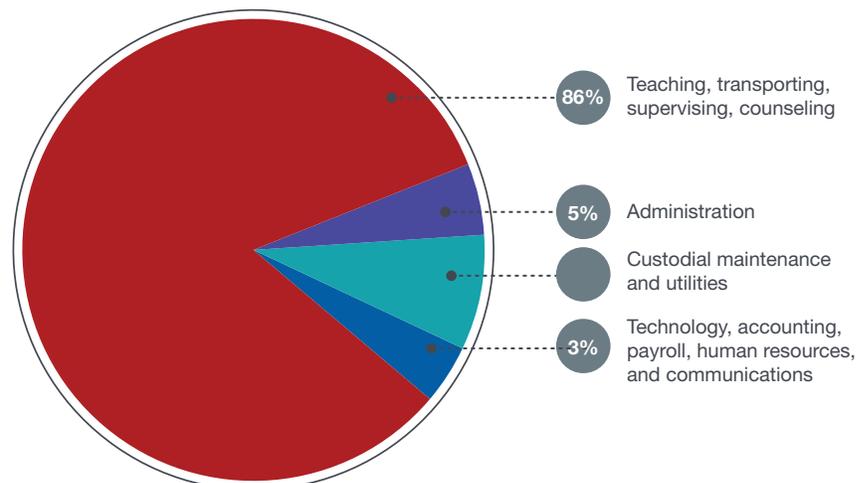
### SITE GOALS WERE MOSTLY BASED ON THE FOLLOWING AREAS:

- Three sites made their site goal (four sites in 2018; four sites in 2017).
- 85% of staff met their team goal (86% in 2018; 79% in 2017).

## Recommendations

- Focus on job-embedded professional development to help more schools to attain their site goals and close race based achievement gaps at a faster pace.
- Effectively implement PLCs, including professional development at district and building levels and ongoing coaching training for lead teachers.
- Reduce the number of informal observations for licensed staff to allow time for follow-up conversations and effectively implement PLCs.

## FUND EXPENDITURES





## Roseville Area Schools

*Quality Teaching & Learning for All...Equity in All We Do*

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